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Craftsmen of No Mean Guild

By GEORGE M. WILEY

Assistant Commissioner of Education, New York State

We are not far afield when we think of the educative process as functioning through the teacher rather than through the administrative office. For this reason our administrative and supervisory devices must serve the teacher and must lend themselves to interpretation in terms of the teaching process. As the administrative and supervisory machine must serve the instructional needs, in like manner must the instructional service be attuned to pupil needs.

The sad comment on this is that too often we reverse the process. This makes plain why we find ourselves so frequently putting the emphasis on the structure of the organization or the mechanization of our school system, whereas the structure as in nature must be constantly subservient to the functional process.

As pupils are individuals, so are teachers. As pupils are human, so are teachers. As pupils grow and develop only from within, so teachers grow in power and develop effectiveness in the art of teaching from within quite as much as from above, and this is achieved only through the freedom which gives large liberty in classroom methods and procedure, and which challenges originality in the subtle techniques of pupil-teacher relationships.

As there is artistry in craftsmanship so is there artistry in teaching. As there is individuality in craftsmanship so is there individuality in the teaching technique, and in turn, individuality in the pupil product. The distinctive mark of the individuality of the craftsman is found in his creative work. It is none the less the opportunity to do creative work that gives to the superior teacher the stamp of individual achievement.

If science has to do with the knowing and art relates to the doing, then the science of teaching is important but the art of teaching is vital. The science of teaching may be mastered by many, but only those who begin to sense something of the art of teaching become craftsmen in the profession. Every subject of instruction, every activity of the daily and weekly schedule, every act of the teacher, every word of the adviser or counselor, the wholesome environment of the home itself, the community life in all its phases should challenge youth in the direction of more purposeful individual attainment and more wholesome social living.

This is an art and involves creative work of the highest type. In our attempt to render this service to the adolescents and to the community, we are craftsmen of no mean guild.—*Excerpted from an Address delivered at New York University.*

OUR WAYS OF LIVING

A New Four-Book Social Studies Course

By HOWARD E. WILSON, Assistant Professor, Graduate School of Education, Harvard University; FLORENCE H. WILSON, formerly of U. S. Grant Junior High School, Youngstown, Ohio; and BESSIE P. ERB, Education Director, Old South Church, Boston, Mass., formerly Teacher in Heath School, Brookline, Mass.

In collaboration with William Armitage Averill, Elgie Clucas, Verna Wadleigh and Florence Graves.

A NEW SERIES of books, based on the unit plan, which presents an eminently sound and practical teaching program for the social studies in the elementary schools, grades three to six inclusive. Its range of the tangibles and intangibles which impinge on our lives is remarkably wide and yet a proper balance is kept between its cultural, industrial, political, social, and geographical materials.

The books may be used either as a co-basal course to vitalize and correlate with the separate subjects,—history, civics, and geography, or as a basal course in the social studies. All important aspects of world life are covered.

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Where Our Ways of Living Come From	$1.28	Richer Ways of Living	$1.48

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Editorials

Billions in Bullion

THE average American, if asked what nation has in its possession the largest amount of monetary gold, would probably reply: "The United States." And this is correct. Our country has 11,575 millions, or nearly half the world's supply of the yellow coins and bullion.

Asked again to name the nation having the second largest share of gold, the citizen might be stuck. He would probably venture England or France. But these are fourth and third respectively; France having 2,600 millions, and England 2,590 millions.

The nation ranking second to our own in its gold holdings is--Soviet Russia. Its hoard amounts to 6,860 millions, according to recent estimates compiled by Samuel Montagu and Company, London bullion brokers, from whom all the figures here given have been taken.

Japan has less than half a billion; namely, 450 millions; Italy, 210 millions; and Germany, only 27 millions.

Russia's position is seen to be all the stronger when one realizes that its gold is not subject to sudden drafts from abroad by reason of foreign investments made in Russia, since there are few if any such investments. Soviet Russia, in the event of war, could reach outside for vast quantities of munitions and other needful commodities—while Germany, for example, would quickly exhaust its purchasing power abroad.

Obviously, the Soviet Union is not a power to be trifled with. It seems, fortunately, not to be bent upon aggression but mainly upon internal development and defence.

Japan, Italy and Germany, the three powers that have joined in opposition to the spread of communism, have in all their treasuries combined less than one-eighth the gold that Russia has. While it takes more than gold to win a war, gold is a highly important factor. The Soviet treasure chest, viewed in conjunction with the huge Soviet army, may be doing more to stabilize Europe and prevent another war than the casual observer of current affairs imagines.

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Compulsory Flag Salute

THE Supreme Court of Massachusetts has ruled that the public schools have a right to insist that pupils participate in the flag salute and the pledge of allegiance to flag and country, and that such insistence is no infringement upon religious liberty. In short—loyalty to the State cannot be construed as disloyalty to one's religious beliefs.

Most of us had already come to the same conclusion through the application of rare common sense.

But if saluting the flag and pledging allegiance to it are unrelated to religion, does this prove anything about their relation to education?

Evidently the schools are within their rights in demanding that every child rise from his seat and go through the flag ceremonial once a week, once a day or even more frequently, if the authorities so desire. But—from an educational standpoint—what is the best practice? How often can the exercise be repeated without becoming tiresome, and to some extent losing its significance?

In the case of a dissenting child would it not be better to educate the child for loyalty than to force the lips to speak what the heart denies?

Chief Justice Rugg was not ruling on these questions. He necessarily left them to the school authorities to determine.

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Automatic Neutrality

SOME one has called the neutrality-embargo acts of the United States a "gold brick." Perhaps they are just that.

Recently strengthened to forbid shipments of arms to either faction of a populace engaged in civil strife, these neutrality provisions, ostensibly intended to keep the United States out of war and to preserve this nation's moral dignity by keeping its products out of war zones, in reality range us on the side of the belligerent having the biggest equipment, the greatest resources. For, by helping neither side, we help the one that is already the stronger.

Viewed purely as a means of keeping our fingers from being burned again with a war that is not our affair, the neutrality acts may still be disappointing. Suppose, for example, that a general war on a large scale should occur. Embargoes would at once be placed upon many items of our export trade. Commerce with foreign countries would be seriously curtailed, with depressing effects upon domestic industry.

How long would our citizens consent to remain upon their pedestal of virtue when domestic business felt the pinch of closed outlets and hard times began to smite our people?

To predetermine international policies in advance of actual crises may look both easy and effective. The acid test of another great war might find it otherwise.

Readers' Forum

Inexcusable Dullness

Some time ago I spent an afternoon in the Teachers' Room of the Public Library of Los Angeles, where more than the usual amount of helpful material is provided for teachers. I looked through the school journals, recording in my notebook the name, the editor, the place of publication, the contents. Then I wrote after each journal "Dead" or "Alive." Your journal was one of the few that I felt was alive.

I said to myself: "How can school journals be so dead when schools are so alive?"

No other building is so palpitating with life as a schoolhouse. Spend just one day at school and you will be convinced that nowhere else will you find such vibrant energy, such action, such possibilities, such human interest. School journals have no right to be so dead. No wonder teachers read them only as a professional duty.

Every classroom teacher could write a human interest story five days a week. She knows, not only what the children tell her, but she knows the answers to these questionnaires put to the children about the nationality, the occupation, the education of their parents, what magazines they read, whether or not they have a telephone or a car, and the many other—to me—impertinent questions about the family life. Now-a-days a teacher is required to visit the homes of her pupils. A teacher knows the struggle with unemployment, with poverty, with sickness, the family quarrels, often the defeat. Or she sees the success, the happiness. She feels the perplexities of the lives of the children. She longs to help them to fit themselves for life. She knows the ambitions and promise and possibilities of youth, but when she goes to a school journal for help, she finds articles written by professors of education or superintendents of schools who have lost their contact with school children, and who write about legislative measures, policy, and organization. Necessary perhaps, but not helpful to the teacher.

There, I have relieved my mind.

EMMA M. CAMPBELL
La Jolla, California

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The First Normal School

Recently in connection with the centennial of Horace Mann's entry into educational work I heard a man say that the first normal school in America was established by Horace Mann at Lexington, Massachusetts.

The first normal school in America was located at Concord Corner, Vermont, and was founded by the Rev. Samuel Read Hall. It was chartered by the Vermont legislature in 1823 and was established in the same year. The average enrollment for the first two terms was twenty-two students.

Samuel Read Hall wrote the first textbook on teaching.

The Wilbur Library at the University of Vermont has, in its collection of rare books, two textbooks written by Mr. Hall. The two Hall books are textbooks on geography and history.

The school at Concord Corner, Vermont, was the first institution in America to prepare young men and women for teaching. The Rev. Samuel Read Hall was the first educator to teach methods of teaching in this country.

Writers of the history of education in the United States have ignored the place of Samuel Read Hall in the history of teacher training. In only one book do I recall mention of Mr. Hall and his school at Concord Corner. It is to be hoped that future writers of the history of teacher training will accord to Samuel Read Hall the place which is his due as founder of the first teacher training school and the first educator to teach a course in methods of teaching.

W. C. McGinnis
Superintendent
Perth Amboy, N.J.

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Character's Dimensions

Character has four comprehensive sides: Length, breadth, depth and height. Length of character stands for development through the year, for activities, for numberless relationships, for failures and for triumphs.

Breadth stands for sympathy, a fellow feeling of appreciation, for joy, for sorrow, for understanding, for entering into the mind, the heart, the desires, the affections of others.

Depth represents what man essentially is, in, for, and by, himself. It is and it represents the personal human being.

Height represents the relation which man holds to God. It embodies the divine origin, the divine continuance, the divine destiny of man.

CHARLES F. THWING
President-Emeritus
Western Reserve University
Cleveland, Ohio

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The News Digest
OF EDUCATION

No Oath Repeal
Blocked by Veto; Court Upholds Salute

BOSTON.—A veto by Governor Charles F. Hurley killed two years' efforts to wipe from the statute book of Massachusetts a law requiring teachers to swear that they will support Federal and State Constitutions. The House sustained the veto, making Senate action unnecessary. "Repeal now," the Governor declared in his veto message, "would encourage certain vicious minorities whose motives and conduct are inimical to, and destructive of, the principles upon which this Republic was founded." The same day Chief Justice Rugg, of the Massachusetts Supreme Court, settled the question of religious belief in the oath of allegiance to the American flag required of teachers and pupils in schools. In a decision dismissing the petition of Carleton B. Nicholls, Jr., eleven, pupil in the Lynn school until expelled in October, 1935, the justice declared that "the flag salute and pledge of allegiance here in question do not in any just sense relate to religion." The decision affects other protests against the school requirement by Jehovah's Witnesses, a religious sect which took the stand that its members could make reverence only to God.

W. L. Creasy Honored
Selected as Master Teacher Of the South

WASHINGTON. — W. L. Creasy, instructor in vocational agriculture at the Woodlawn, Virginia, high school, has been awarded the title, Master Teacher of Vocational Agriculture of the South for 1936. John W. Studebaker, United States Commissioner of Education, made this announcement, pointing out that this is the third time a Virginia teacher has received this honor, awarded annually to the vocational agriculture teacher of the South who, in the opinion of the judges, has done the most outstanding work during the year. The honorary title and award of $100 to Mr. Creasy are especially noteworthy inasmuch as the educational results and activities of 1,961 teachers in twelve Southern States were under consideration.

New High School at Hamden, Conn. Uses Advanced System of Marking

HAMDEN, Conn.—The new public school here is completing a second year of experiment with an original marking system. The school is not just a new building; it is a new institution with a new staff and a new program. It has 1,250 students, most of whom formerly attended high schools of the neighboring city of New Haven.

The new plan for "marks" and reports in this new school is, in brief, as follows: Three times during the year every student takes home an envelope containing "Statements of Progress" made out by the home-room teacher and each subject teacher. It tells whether or not the general quality of work in terms of this student's ability is satisfactory. Also, whether the student has given evidence of satisfactory growth in the use of power to learn; the use of power to think independently; in general school citizenship; ability to complete tasks assumed; making contributions to group activity; consideration for the rights of others; happy and harmonious adjustment; respect for and use of materials and equipment; the use of initiative.

Although the statements are sent home periodically, the process of checking on pupil growth and keeping in touch with the home is continuous. Parents have responded by coming to the building for interviews with teachers and counselors. The best "report" is rendered when teacher and parent sit down together and talk things over.

No Distinction
Eustis Desires Best Teachers

EUSTIS, Fla.—It doesn't matter in Florida whether or not a teacher is married, State Superintendent of Public Instruction Colin English told an audience. "What we want," he said, "is the best teacher."

One-Room School
New York City Uses Old Structure

NEW YORK. — New York City's vast public education system, as depicted in the annual report of Dr. Harold G. Campbell, superintendent, still includes a typically rural one-room school. The City Record, listing hundreds of schools and thousands of teachers, has three lines to note its existence in Richmond as "Public School 27, Boys and Girls (1A-3B), Richmond avenue, New Springville; teacher-in-charge, Boeddinghaus, Lillian, 177 Greenleaf Avenue, West New Brighton." Public School 27 is set in the midst of surrounding farms on Staten Island. It was erected in 1821 and, according to records at the Board of Education, is the oldest school building now in use in the city as well as the city's only one-room schoolhouse. The children are fond of Miss Boeddinghaus and she has been content with her small brood since November 1, 1912, when she was appointed. Enrollment comprises eighteen pupils in six classes.

Statistics
Education Cost Highest in New York

WASHINGTON.—While the average per pupil cost of education in New York state in 1934 was $137.69, the highest in the country, New York and Pennsylvania were the only states in the nation to have total public school enrollments of more than 2,000,000, the office of education reported to Secretary Ickes. The average per pupil cost in the United States in 1934 was $73.57 and the lowest was in Mississippi at $24.50, the report said. Other statistics were that one out of every five teachers in the public school system is a man; the average salary of teachers, principals and supervisors in schools throughout the United States was $1,227, a decrease of $193 since 1930. Only one state, Rhode Island, paid a higher average annual salary to the employees than in 1930.

Federal School Bill Hearings Reveal Hardships in States

WASHINGTON.—Hearings on the federal-aid-to-education bill, sponsored by Senators Harrison (Miss.), and Black (Ala.), and Representative Fletcher (O.), have been attended by delegates representing school authorities of more than half the states who testified regarding the needs of education in their states.

Economists, tax experts, and specialists in education show how federal aid to schools is the next step in the development of the American educational system.

The bill provides for federal appropriations in aid of the public schools in the states—$100,000,000 the first year, to be increased by $50,000,000 each year thereafter, until a total of $300,000,000 is appropriated annually from the federal treasury.

This fund would be allocated to the states on the basis of the number of children between five and twenty years of age. The Legislatures of the states would direct the use of these federal funds as they see fit for support of the state's public schools. Federal control of the educational program is specifically prohibited in the bill. Each state must qualify for a share in the federal fund by maintaining at least an eight-months school term, and by spending at least as much for schools from state and local revenues as was spent for the school year 1936.

The principal arguments in behalf of this legislation were based on the unequal ability of the states to support schools. The richest state has approximately ten times as much wealth per child as the poorest state. South Carolina has three times as many children per adult as California. The farmers of the southeastern United States have 14 per cent of the nation's children, but receive only 2 per cent of the national income.

The bill is sponsored by the National Education Association.

Court Ruling

School Workers In Civil Service

ROCHESTER, N. Y. — Employees of more than 10,000 public school districts throughout the State, in addition to school teachers, are subject to civil service regulations, a decision of the Appellate Division ruled recently. Associate Justice Benjamin B. Cunningham, in a written opinion, made the ruling in the suit of Calvin D. Palmer, of Geddes, against the Board of Education of Union Free School District 2 of Onondaga County. Palmer, employed as a carpenter from July, 1926, to August, 1932, contended he had a yearly contract. He sued for pay to July 1, 1933, when he contended his contract would have expired. The Appellate Division contended that Palmer was not a civil service employee and could be discharged at will because he was not appointed from a civil service list after a competitive examination and dismissed the case.

Hold to Demands

Compromise Rejected By Striking Teachers

SCRANTON, Penna. — Fell Township's fifty-five striking teachers recently rejected an offer of the school board to pay them a month's back salary and to deliberate a renewal of their contracts later if they would return to work. The teachers voted to continue their strike. They said they would not return to classes until the board paid half of their back salary, which they said was four months overdue, and rescinded an order canceling their contracts.

McGuffey Returns

N. Y. Studies Plan To Restore Readers

NEW YORK. — The McGuffey Readers, those grade school classics which grandmother recalls affectionately, may return to an honored place in the public schools here after an absence of a half century. Dr. Harold G. Campbell, superintendent of schools, announced recently that a committee will be appointed to report on the possibility of editing and revising the nineteenth century textbooks for the 1937 pupils.

Traffic Study

New Course Opens In Peabody Schools

PEABODY, Mass. — William A. Welch, superintendent of schools, has a new way of teaching safety to children and the plan, approved by the School Board, will mean that this city is the first in the state to have such a course. Models of traffic lights will be set up in classrooms and a switch will cause the bulbs to turn red, green, and amber, while teachers in the respective rooms will offer lectures on how to safely cross highways and avoid dangers of autos and other conveyances. In addition to the foregoing, Superintendent Welch will soon make plans for a course at the High School to teach students how to drive an auto.

Survey Report

Hartford Receives School Suggestions

HARTFORD, Conn. — Hartford's school buildings need the expenditure of $8,000,000 to eliminate fire hazards, Hartford is told in a report on the school system made by experts of the institute of educational research, Teachers College, Columbia University. The survey, made at a cost of $20,000, indicates that Hartford, besides letting its school building program lag, has been headed in the wrong direction on some of its teaching policies and the administration of its educational organization. The poljtical basis on which the city's Board of Education is named and the domination of school financing by the city's Board of Finance are sharply criticized. Financially, the investigators comment, Hartford is in a better position to support a modern school system than many cities of its size. The city's system of paying teachers according to the age of their pupils, with high school positions at the top of the salary list, is found to have no proper basis.

Future Veterans

College Satirists Abandon Campaign

PRINCETON, N. J.—The Veterans of Future Wars, who a year ago were enjoying nation-wide notoriety in their efforts to satirize the Harrison Bonus Bill, have officially terminated their sporadic career as a "veterans' movement," according to a bulletin issued by Robert G. Barnes, '37, of Philadelphia, and Thomas Riggs, Jr., '37, of Washington, present joint commanders of the organization. The Veterans of Future Wars, the first organization of its kind to take out incorporation papers in this country, was founded on February 4, 1936. A national council composed of the eight student founders was inducted into office and an imposing manifesto, demanding the payment of $1,000 to all male citizens between the ages of eighteen and thirty-six, plus 3 per cent interest retroactive from June 1, 1965, to June 1, 1935, was issued to the press. "We suffered in that we never got our bonus from the last Congress," the statement said, "and have not funds to pour into lobbying that our rival veteran groups possess. And now from the looks of bills before Congress . . . there will be nothing left with which Congress can pay our bonus demands."

Why Girls Win

Study in Schools Held Too Feminine

HARTFORD, Conn. — Girls win more honors than boys because American education is "too feminine" and not as suitable for boys, according to Dr. Ernest W. Butterfield, Connecticut Commissioner of Education. He recommended that education be less "book-minded" and more "machine-minded." The high school will not accomplish this in classrooms with textbook assignments, he declared, suggesting a "five-shop" plan to meet the needs. He would have one shop for social study, one for the physical sciences, and a third for the development of individual culture in music, literature and the arts. The fourth shop would be an "information room" equipped with reference books, magazines and newspapers for discussion of trends in modern life. The fifth shop, for one-fourth of all high school boys, would be an industrial shop.

No Roaming

Nazi Students Must Stay Put

BERLIN. — German students who have been accustomed to wandering from university to university will be required henceforth to spend at least three semesters at the same school. The purpose is to give the universities a better chance to inculcate the Nazi spirit and attract the students away from the fraternity, or "corporation," way of life.

Campus Festivals

Climax to College Cultural Program

PHILADELPHIA. — Ten campus festivals, recitals and exhibits will close the first year's Cultural Olympics program conducted under the auspices of the School of Education of the University of Pennsylvania, Dr. Frederick C. Gruber, director of the project, has announced. Opening the series of events will be a collegiate dramatic festival to be held in the Irvine Auditorium. Various one-act plays will be presented by dramatic groups from eight colleges and universities. An exhibit of graphic and plastic arts will begin in the University Christian Association on May 10, to continue for five days, and on May 11 there will be a boys' choir festival in the Irvine Auditorium. A recital of instrumental and vocal soloists is scheduled for May 12; a music festival for large groups for May 14; a speech and literature festival for May 15; a choral speaking festival for May 17; a dance festival for May 21, and a dramatic festival for May 22.

Teaching Arithmetic by Baking Nut Cake Angers Roslyn Parents

ROSLYN, N. Y. — Educational methods of the "little red schoolhouse" have been relegated to the limbo of the kerosene lamp, the village blacksmith, and the one-hoss shay among 1,750 students in this Long Island community.

And the battle is on.

In an atmosphere bristling with cries of "new-fangled monkey-shines" and "highfalutin' "—the champions of the orthodox system have challenged the program of progressive education installed in Roslyn's three elementary schools and in the junior and senior high school.

Partisans glare with hostility in passing on the streets, back-fence gossip has taken a new lease on life, and finally the village fathers have called in the New York state board of education to investigate the dispute.

The clash flared into the open when 400 parents held a mass meeting and protested to the Roslyn board of education that the idea of teaching their children arithmetic by having them learn how to bake nutbread was "madness."

Even the explanation of Frederick Robert Wegner, progressivist superintendent of schools, that the children learned how to multiply, add and divide by mixing the nutbread ingredients failed to soothe some of the irate mothers and fathers. Heatedly, they insisted that junior could learn to juggle figures much better by studying the multiplication table than by adding two cups of nuts to a pound of flour, placing in piping hot oven and bake for twenty-five minutes.

Heading the opposition, Herman Herbert, Jr., a Fordham University graduate, explained: "We're not fighting entirely to get the old rigid schoolroom back. The idea is to combine the better points of the so-called 'progressive' or activity program—which everybody admits has good points — with some degree of formal education."

Withdrawn

Board of Regents Bill Disapproved

BOSTON.—Leave to withdraw was reported by the legislative committee on state administration on the petition of Rep. Arthur F. Blanchard, of Cambridge, that the Department of Education be abolished and a board of regents be established to perform its duties. The charge was made at the hearing that the purpose of the bill was to bring about the removal of Commissioner of Education James G. Reardon. The Blanchard measure would have allowed the regents to name the commissioner.

Country Group

Rural Centre Is Gift To Boston University

DEERING, N. H.—Boston University has received an unusual gift in the presentation of the Deering Community Centre here. This community project, started eight years ago by Dr. Eleanor A. Campbell, of New York City, has been an effort to cultivate in a countryside settlement some of the elements of happy living and well being not usual in many communities. The centre will be a rural community and training centre under the university's School of Religious and Social Work. According to President Daniel L. Marsh, Dr. Campbell has invested more than $100,000 in the project. The grounds of the centre include 120 acres, located six miles from Hillsboro on the east and is twenty-five miles northwest from Manchester, N. H. There are more than thirty buildings on the property.

Nature Club

City School Boys Learn Conservation

VANCOUVER, B. C.—A successful club for young high school boys in a congested part of this city is the Conservation Club, sponsored by a high school teacher. An interested citizen of the district lent the club a garage which the boys use as a meeting place. It has been fitted up with table, chairs, bookcases, and specimen cabinets, most of which they made. Members pledge themselves to keep the game laws and to do all in their power to preserve the forests and song birds. Interest runs into marine life, mineralogy, ornithology, forestry, and the like. Programs include a speaker well informed on one of these subjects and as an adviser and lecturer the curator of the city museum has been an interested friend and guide. The present objective of the club is to procure a piece of land near Vancouver which may be used as a sanctuary for wild life.

Spelling Drill Held Wasted Time; Pronunciation Most Important

NEW YORK.—The steady advance of the machine age has lessened the necessity for teaching spelling, according to Mrs. Jane Dorsey Zimmerman, president of the Eastern Public Speaking Association, who urged teachers to have children devote less time to repeating "C-A-T spells cat" and more time to instruction in pronunciation.

"Unless the youngsters intend to become stenographers, reporters, or compilers of dictionaries, it doesn't make a bit of difference whether they spell 'cat' with a 'C' or a 'K,'" she declared at the twenty-eighth annual conference of the association.

Mrs. Zimmerman, who is a speech associate at Teachers College, pointed out that even if spelling were important the tendency for children to spell words as they are pronounced makes such instruction an extremely difficult, if not futile, task.

The revival of spelling bees was criticized by the educator because the contests increase the "misplaced emphasis upon oral spelling."

As a substitute for spelling bees Mrs. Zimmerman advocated "pronunciation bees."

"A pronunciation bee over the radio might be very useful," she asserted, "especially if the director held up a flash card showing the word, instead of spelling it out and requesting the contestants to pronounce it."

Peace Hour

Date Set for Student Plan Opposing War

PHILADELPHIA. — The Youth Section of the Emergency Peace Campaign has decided to co-operate with twelve other organizations in helping to arrange a one-hour period of consideration of peace, from 11 a. m. until noon on April 22, in numbers of American colleges. Harold Chance, director of the Youth Section, in announcing participation in this so-called "strike against war" explained that the Emergency Peace Campaign is interested in the plan—sponsored by the United Student Peace Committee—because it may "serve to arouse greater effort for a year-round program of peace education and action." April 22 will also be widely observed as a "fast day," he stated, by students who wish to demonstrate their sincerity of purpose in this way. They will either miss one meal or fast for the whole day, giving the money saved to one of the American peace organizations.

New Building

Wellesley Votes To Erect School

WELLESLEY, Mass.—By a vote of 179 to 9, the Wellesley representative town meeting recently appropriated $125,000 for the building of a school in the Hunnewell district following more than an hour's argument in which twenty speakers took part. The motion for the building of the school was presented by William W. Jump, who gave a description of the present school, a forty-five-year-old wooden building, terming it inadequate in arrangement, location and heating and ventilating facilities. He also described the proposed plans for the new building.

Meeting

P. T. A. Convention In Richmond in May

RICHMOND, Va.—Delegates from Parent-Teacher Associations throughout the United States will meet here, May 3-7, for the forty-first annual convention of the National Congress of Parents and Teachers. The convention theme will be "The Place of the Home in the Community." Panel discussions and conferences led by specialists have been arranged in addition to addresses. The local committee of arrangements is headed by Dr. W. T. Sanger, state president, and Dr. E. L. Fox, State executive secretary.

Improvement Fund

$3,000 Appropriated For School Purposes

NORTH EASTON, Mass.—Parents of pupils at the Union school in the Easton Furnace district were elated recently over the prospect of getting improvements to the building or a new schoolhouse. Pupils of the old school have no drinking water, there is no fire escape and the basement is flooded. The townspeople acted favorably on an article and appropriated $3,000 for repairs or to use this amount toward a new building fund, after Christopher Brady had introduced a petition signed by parents and other voters in the district condemning the Union school.

Sight-Saving

Summer Courses Offered Teachers

NEW YORK. — Courses for the training of teachers and supervisors of sight-saving are to be given at the 1937 summer session of Western Reserve University, Wayne University, and Teachers College, Columbia University. Details regarding the courses may be obtained from the National Society for the Prevention of Blindness, 50 West 50th street, New York City, or from the respective universities at which the courses are to be given.

Fingerprinted

6,600 Pupils Give Identifications

ST. CLOUD, Minn. — St. Cloud claimed the distinction of having fingerprinted its entire public and parochial school population of 6,600 students. The city Junior Chamber of Commerce sponsored the project after the Federal Bureau of Investigation suggested the value of compiling fingerprints of all persons in the nation. The Bertillon cards will be sent to Washington for filing.

Pioneers

History Coupled With Construction

WOODMERE, L. I.—Sixth grade children of Woodmere Academy have designed, built, and furnished a miniature Colonial house, complete with four-poster bed, trundle bed, and workable butter churn and spinning wheel. The project is part of their study of seventeenth century America. Every bit of the research and manual labor they performed themselves. First, they constructed a box six feet long, five feet wide, and eighteen inches high, and then drew plans for furniture and fixtures to scale. Each child in the class imagined that he was a member of the pioneer community, selected a Puritan name for himself and wrote a story of the household utensil he had made. "I made this salter," wrote one pupil, Franklin Milgrim. "First, I took a log. Then I rounded it and hollowed it out and carved the legs. The next day mother put salt in it and placed it in the centre of the trestle table. When we eat, mother and father sit 'above the salt.' We children sit below it."

Concessions

Saskatchewan Univ. Lowers Fee for Teachers

SASKATOON, Sask. — Special reductions in fees, board, rooms, and train fares will be allowed by the University of Saskatchewan again this year for teachers in rural areas of the Province who have been receiving salaries of $600 a year or less. More than 300 were enabled last year to attend the summer university school through the reduction of these items.

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Demand Jumps
Trained Help Shortage Seen

BOSTON.—The demand for trained commercial school graduates has increased so markedly during the past year that it now exceeds the supply, Charles F. Gaugh, principal of the Bay Path Institute, Springfield, said in an interview given at the Eastern Commercial Teachers' Association convention here. Gaugh, a former member of the executive board of the association, predicted this shortage of trained help would continue for some time unless the economic picture was badly upset by continued labor difficulties. During the convention vocational ability tests for the various branches of commercial studies were explained and discussed.

To Teach Radio
59 Universities Have Broadcasting Courses

WASHINGTON.—Persons desirous of learning the art of radio, and how to face the microphone on their own terms, will now find fifty-nine American universities ready to serve them. The Office of Education learned this fact after a survey made in co-operation with the National Association of Broadcasters. The courses in radio technique include: (1) announcing, (2) script writing, (3) producing, (4) news broadcasting, (5) radio acting, and (6) sound engineering.

Co-operate
Mexico Schools In Public Problems

MEXICO CITY.—A new feature of the Mexican educational movement is the variety of social activities which the National University of Mexico has undertaken through the instrumentality of both its professors and students. The university authorities are working on the theory that the university must contribute directly to the solution of national problems and the uplift of the working classes. They have mapped an elaborate plan to include departments of geology, biology, sociology, and esthetics. The university is endeavoring to find specially gifted young men of the laboring classes to whom free education will be given. Two annual prizes will be awarded to persons of outstanding ability and character who may be in economic straits.

Ousting Holds
Teacher's Plea Denied at Hyannis

HYANNIS, Mass. — The plea of Miss Mable J. Weekes, ousted Hyannis training school teacher, for re-instatement as a teacher in Barnstable schools, has been denied by the Barnstable school committee of which she is a member. Miss Weekes did not attend the meeting during which the school board members considered her written petition for reinstatement. She had assured officials she would withdraw from the board if her request were granted. The four members of the school board who voted unanimously that "it is for the best interests of the school system not to elect Miss Weekes to a teaching position," were Norman E. Williams, Miss Jean Hinkle, John Dodge, and Bruce Jerauld. Miss Weekes was elected to the local school committee a year ago shortly after she had been dismissed from the teaching staff of the Hyannis Training School following an altercation with William G. Currier, principal. At the annual election early in March she was defeated in a four-cornered race for the office of selectman.

M. I. T. Head Pictures Robot Listing 1,000 Books a Second

CAMBRIDGE, Mass.—Through the use of an electrical robot—an electronic control device—a reference library system which would provide information at the rate of 1,000 references a second is not a remote possibility, President Karl T. Compton, of Massachusetts Institute of Technology, told a group of educators, librarians, and industrialists recently. The meeting marked the inauguration of the Friends of the M. I. T. Library.

Emphasizing the necessity of keeping the world's rapidly increasing store of knowledge in such a manner that it is quickly available, Dr. Compton said: "Of special interest is the possibility of extending some of the techniques for automatic control of machinery by electronic devices to the problem of library cataloguing and reference. Such devices have been developed at the institute for operation of machines for automatically computing complex mathematical problems with high speed and precision.

"Plans have been suggested which make it not unreasonable to hope that the task of running down information in a library may be put on a basis of 1,000 selections a second. Thus a student who wished to know what information was available in the library on a given subject would have at his disposal a card catalogue of every article bearing directly on this subject within a minute simply by pressing certain keys.

"Contrast this with the service in some of the famous European libraries, where it is commonly a day's task to obtain a particular book."

Seek Tips

Superintendents To Check Youth Training

NEW YORK. — In pursuit of an ideal plan for the job training of youth, a dozen city school superintendents will set out early in May to visit nine cities, where such training shows distinctive and successful features. Starting in Minneapolis, they will spend a day each in Milwaukee, Indianapolis, Cincinnati, Providence, Buffalo, and Newark, and two days each in Washington and New York City. By the end of the trip, it is expected that the superintendents will glimpse the outlines of a complete vocational educational plan, ranging from guidance to job placement, made up of the outstanding phases of the systems they have seen in operation. Each superintendent is then pledged to go home and bring his own program up to this composite level as rapidly as possible. The tour, which is sponsored by the National Occupational Conference through a grant from the Carnegie Corporation, will be conducted as a kind of seminar, a special car serving as study hall and living quarters, as well as for transportation. The superintendents who have accepted the invitation to make the trip include Charles B. Glenn, Birmingham, Ala.; Ben G. Graham, Pittsburgh; Paul Loser, Trenton, N. J.; Worth McClure, Seattle; L. John Nuttall, Jr., Salt Lake City; E. E. Oberholzer, Houston, Texas; Carroll R. Reed, Minneapolis; Paul C. Stetson, Indianapolis; Alexander C. Stoddard, Providence; Willis A. Sutton, Atlanta, Ga., and David E. Weglein, Baltimore.

Centenary

Kindergarten's Beginning Celebrated

SAN ANTONIO, Tex.—The kindergarten's centenary was celebrated in Texas recently with a song and game festival, given by children of the San Antonio schools, in honor of the annual conference of the Association for Childhood Education held there. A historical exhibit of kindergarten materials and a mural showing events in the history of the kindergarten in America emphasized the importance of the kindergarten's contributions to the education of young children, since its founding by Froebel in 1837 in Blankenburg, Germany.

Spring's Influence

School Boys Appear With Hair Bleached

ST. LOUIS.—With platinum blond and hennaed heads held high, thirty male "pioneers of fashion" defied pedagogical disapproval and derision of fellow students recently, firm in their conviction, "If it's all right for the girls, it's all right for us, too." Stares and laughter greeted the youths, students of suburban Webster Groves High School, when they appeared with locks dyed in varying shades ranging from "bricktop" to lighter pinkish and golden platinum blond.

House Decides

Authorizes Teaching Facts of Communism

WASHINGTON. — The House decided in a noisy session recently that Washington public school teachers ought to be allowed to teach the facts of communism as long as they did not advocate it. The legislators argued for three hours about a "red rider" which for two years has forbidden use of funds appropriated for the District of Columbia in the payment of the salary of any person teaching or advocating communism. A coalition of Democrats, Republicans, Progressives, and Farmer Laborites tried unsuccessfully to shove through a repeal bill offered by Representative Kennedy (D., Md.). The House strung along instead with a proposal by Representative McCormack (D., Mass.) which would forbid use of district appropriations "for the payment of the salary of any person advocating communism or treating any such doctrine with favor or support."

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Guggenheim Fund

$130,000 Distributed For Research Study

NEW YORK.—Award of $130,000 in fellowships for study in all parts of the world was announced by the John Simon Guggenheim memorial foundation. The money goes to sixty-three writers, composers, and artists and to scholars pursuing various sorts of research. Locations for work will extend from Brazil to Tibet and from Iraq to Scotland, according to the committee's announcement.

Repeal

Ontario Ends Special School Tax

TORONTO. — The Ontario Legislature, in what was believed the stormiest session in its history, voted unanimously to repeal the separate school tax legislation passed in 1936. The 1936 legislation granted a greater share of corporation taxes to Ontario's secular schools — called "separate schools" in contrast to the state supported public or common school system. The repealed legislation was put through by the Hepburn government last year. It substituted a compulsory for an optional provision that taxes from corporations support separate schools according to the religious make-up of each corporation. Separate schools previously were supported chiefly by a Government grant and taxes of the members of the religious denomination in the school area.

Education Week

Canadian Federation Tells of School Help

TORONTO. — "Education — the essential factor of national progress"— was the main theme in "Education Week," sponsored by the Canadian Teachers' Federation in co-operation with other organizations interested in educational institutions of this country. Its purpose was to create an informed public opinion by means of addresses to community organizations and service clubs, radio broadcasts, and newspaper publicity throughout Canada. In the bulletin issued by the Canadian Teachers' Federation on the occasion of education week, it was pointed out that in Ontario the Provincial Government pays only 11.2 per cent of the total cost of provincially controlled schools, the rest being paid by local authorities, as compared with the share borne by the central government in other countries, as Australia, 100 per cent; New Zealand, 100 per cent; South Africa, 65 to 80 per cent; Irish Free State, 75 per cent; Italy, 70 per cent; Sweden, 58 per cent; Denmark, 50 per cent; England and Wales, 40 per cent, and Scotland, 53.6 per cent.

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Consolidated School Districts Are Becoming More Numerous

CHICAGO.—Marking a new era in public education, the consolidated schools are rapidly increasing through the United States.

They are of brick and stone, have stairways of iron, slate, and cement, and are classed as fireproof. Broad corridors, fire towers, fire escapes, sprinkling systems and numerous emergency exits are provided. They furnish a striking contrast to many thousands of wooden firetraps still used as schools.

The consolidated school is the antithesis of the little red schoolhouse. It is a central building to which are sent children from considerable distances in rural areas. It provides facilities held equal to those of city schools, because it enables sparsely populated districts to combine in one well-equipped plant. It functions much like a large academy, often housing from five hundred to a thousand pupils or more, taught by well paid teachers under the direction of a superintendent.

Everything points to constant increase in these consolidated units. There were only a few hundred of them three decades ago. In 1920, they numbered 9,922; in 1930, they tallied 16,252. According to the Biennial Survey of the Federal Education office, they reached in 1934 to 17,248. Official figures for the last Biennial (1936) are not available. But it is estimated that the "consolidateds" are close to a 20,000 total.

All in all, at the last tabulation there were 242,929 public elementary and high school buildings, as against 271,319 in 1920, showing a decline of 10 per cent, largely attributed to consolidated schools. It is estimated that there are still 138,542 one-room schoolhouses in the country.

Teachers Timid

Labor Leader Declares Educators Not Influential

BOSTON.—Charging that teachers are cringing and timid, the least influential members of any community and, therefore, unable to do their part for the advancement of education, Robert J. Watt, secretary of the Massachusetts State Federation of Labor, recently urged more than 100 teachers to become "part and parcel of the American workers, even if it affects the teachers' dignity." Watt was one of the speakers at a panel discussion of members of the Boston University Alumni Teachers' Association in the Boston University School of Education. Labor affiliation was opposed by four speakers who advocated professional organization for teachers of the type similar to that of bar and medical associations.

School Bills

Seventy-nine Before New York Legislature

ALBANY, N. Y. — Legislators in Albany are vastly concerned with education this session. All in all they have introduced seventy-nine bills for various school reforms, according to the meticulous tally of the Public Education Association. Few subjects have been omitted in these proposals, which range from the introduction of religious training in schools to repeal of the teachers' oath law. Only four of the seventy-nine, however, have as yet been passed.

Never in Class

Holyoke Student On Honor Roll

HOLYOKE, Mass.—Holyoke High School's senior class honor roll, announced recently, contained the name of a student who did not attend any classes. James Daniel Clark, nineteen, victim of infantile paralysis during his grade school years, continued his studies at home. His courage attracted the attention of the school authorities and a teacher was assigned to him for his high school courses. James twice halted his school work for a year to be treated at Warm Springs, Ga., and now is able to get about his home with canes.

Teachers Meet

School Conference Held in Vermont

BURLINGTON, Vt. — The thirty-second Conference of Schools of Vermont with the University of Vermont and the Champlain Valley Teachers' Association was held here recently with Dr. Warren K. Layton, of Detroit, director of guidance, delivering the opening address. Other speakers included Dr. Donald D. Durrell, of Boston University, and Miss Florence Taylor, of the Horace Mann School. An exhibition from Burlington schools and the Mt. Philo rural school in Charlotte was shown. Among teachers from Vermont schools taking part on the program were Frank W. Mayo, Rutland; H. Dean Peral, Burlington; John M. Moore, Arlington; Ronald L. Varry, Vergennes; Lucile M. Jenks, Burlington; D. W. McClelland, Johnson; Caroline S. Woodruff, Castleton; Agnes Shaw, Thetford; John M. Morrow, Burlington; Mary K. McDermott, Burlington; Edwin W. Davis, of the State department of education; C. N. Snyder, lighting engineer, of Burlington; and Superintendents G. A. Jamieson, A. D. Lawton, and W. A. Kincaid.

Unique Claim

Texas College Student Says He Has Ugliest Face

FORT WORTH, Tex.—Joe Frederick, a ministerial student, claims the title of ugliest college man in Texas. He has challenged all "Beau Uglies" in the State's colleges to compete in a contest to pick the homeliest student. Frederick had a head start. Last Fall he was voted by fellow-students the "ugliest man on the Texas Christian University campus" and thereby won a free football trip. Frederick is not sure how babies will react at christening after he dons ministerial robes.

Field Worker

Character Education Under Rev. WinterStein

DES MOINES, Ia.—To bring about closer co-operation among the various agencies involved in the character training of Iowa children, the State department of Public Instruction has secured the services of a special worker, according to Agnes Samuelson, superintendent of public instruction. Rev. W. A. WinterStein, of Iowa Falls, is serving as field worker in character education and community relations. His time is devoted to assisting the local schools in establishing their character education programs and in securing community co-operation. "The institutions most responsible for the guiding the development of children," Superintendent Samuelson declares, "are the home, the school, and the church. Along with the other agencies, they welcome the initiative being taken by the educational leaders."

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Book Reviews

Typewriting Plus

MY TYPEWRITER AND I — A Student Typewriting Manual. By Nellie Louise Merrick, Tacoma, Washington, and Robert Frederick Bown, Principal, Tacoma, Washington, in collaboration with August Dvorak, University of Washington, Seattle. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

We rub our eyes. Something strange has happened. Can this be a text in typewriting? It can be and it is. But what a difference, and what a step ahead!

Instead of the customary dull exercises and the traditional drill in writing commercial letters meaningless to the pupil, "My Typewriter and I" deals with matters within the scope of the pupil's own experience and interests. There is a cultural aim over and beyond the aim of technical mastery—though this is by no means neglected. Indeed, technical skill should result all the more quickly from the constant motivation supplied by this delightful guide.

Much serviceable knowledge is worked into this manual. It helps to integrate the pupil's lessons in history, science and language. A typewriting text that meets the junior high school pupil where he lives and stirs and broadens him while giving him practice—well, the achievement seems rare enough to merit looking into.

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The How of Research

THE SCIENTIFIC STUDY OF EDUCATIONAL PROBLEMS. By Walter S. Monroe, University of Illinois, and Max D. Englehart, Director, Department of Examinations, Chicago Junior Colleges. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

So much time and energy and ink have been wasted in educational research that turned out in the end to have no scientific value whatsoever, that a volume like "The Scientific Study of Educational Problems," by Monroe and Englehart, should be of great assistance in moulding the future of work in this field.

Here are to be found full descriptions of techniques in research; hints on the gathering of data, the minimizing of error, the relations of cause and effect, and the interpretation of results. The book should make an illuminating basic text for graduate students in education, and a source of information for those engaged in the study of educational problems. It should also aid the administrators and teachers who desire to avail themselves of whatever carefully ascertained knowledge may aid them in their work.

An immense area remains for educational scientists to explore and they may never succeed in reducing the educational universe to a set of formulas. Yet their pursuit of exact knowledge is all the more challenging because of its difficulties and its limitations. Possession of this admirable guidebook may well prevent much futility and contribute toward a substantial harvest of fresh discoveries useful in the improvement of educational procedures.

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Basic Principles

INTRODUCTION TO MODERN VIEWS OF EDUCATION. By W. A. Saucier, West Virginia Wesleyan College. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

In a straightforward, unified and logical way, Professor Saucier unfolds a modern philosophy of education. This volume avoids choppiness and jumping. It builds up in the mind of the reader or student a sympathetic understanding of educational principles, such as every teacher should have at the outset of his professional career. Evidently a helpful orientation of the young teacher has been much more the author's aim than to impress that ambitious novice with profound abstractions. In fact—the book abounds in concreteness. Also—it balances ultra-modern theories with statements from the conservative side of the fence. It is, on the whole, a refreshing treatment of educational fundamentals.

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The Home and Its Dollars

FAMILY FINANCE. A Study in the Economics of Consumption. By Howard F. Bigelow, Professor of Economics, Western State Teachers College, Kalamazoo, Michigan. Chicago, Philadelphia: J. B. Lippincott Company.

"Family Finance" is a comprehensive portrayal of that part of economics which revolves about the family group as a centre. It is economics called back to something like its original meaning of *home management*.

Problems of the family income and its wise administration are discussed by Dr. Bigelow in a manner to advance the standards of household thrift.

There is an especially able treatment of the family budget both in theory and in practice. The budget is stripped of such magical properties as it never possessed and shown to be a more or less flexible plan of spending which, if followed in the main, helps the family or the individual to make dollars do what is most wanted of them.

The American people as a whole need to learn the lessons contained in this enlightening book. The nation has been suffering severely for want of intelligent self-control in the matter of spending, on the part of individuals and family units. The government itself has caught the fever of living beyond its means. A nation composed of families well grounded in the a, b, c's of financial management, would provide politicians and officeholders of its own sort and would insist upon their living up to a platform of financial literacy.

"Family Finance" is suitable either for use in advanced classes in domestic science or by individual readers seeking the solution of that many-sided problem of stretching the family income to the utmost and having some left over for future needs.

• •

Alice and Jerry Books

RIDES AND SLIDES, First Pre-Primer; HERE AND THERE, Second Pre-Primer; DAY IN AND DAY OUT, Primer; ROUND ABOUT, First Reader; FRIENDLY VILLAGE, Second Reader; IF I WERE GOING, Third Reader. Companion Books, Guide Books for Teachers, picture cards, and a complete testing program. By Mabel O'Donnell, Aurora, Illinois, and Alice Cary. Evanston, New York, San Francisco: Row, Peterson and Company.

Take, for example, the Third Reader in this Alice and Jerry Series. Here we find a connected story, having cumulative interest and plot. We find also a well controlled vocabulary; new words introduced sparingly and repeated until they become familiar. The story takes the reader to various lands. It imparts much useful information. But it never forgets to be a story, holding attention with its dramatic unfoldment. Justifying the claim that it is one of the easiest readers available for grade pupils today, the text seems to avoid flatness and to make for progress of the child in comprehension of the printed word. The book is attractively bound and illustrated, and the type is large and clear.

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OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Book Publishers

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American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

Lyons & Carnahan, New York

The Macmillan Co., New York

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co., Newark

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

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47 Winter St., Boston, Mass.

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1 Park Avenue, New York, N. Y.

Unfair Tactics

Rap Faculties Forcing Prejudices on Students

DALLAS, Tex. — Opposition to faculty members' forcing their personal opinions and prejudices of certain social theories upon students was expressed here in resolutions passed by the American Association of Junior Colleges convention. Instead, college officials suggested that the major function of junior schools is the training for social intelligence to enable students to evolve their own social philosophy. New officers included Dr. Katharine Denworth, Bradford, Mass., president, and Doak S. Campbell, Nashville, secretary-treasurer.

Directory Ready

List of Scholarships At American Colleges

WASHINGTON. — Boys and girls who need a little extra financial lift in order to enter college next Fall will be interested in the fact that the United States Office of Education has just issued a revised pamphlet on Scholarships and Fellowships Available at Institutions of Higher Learning. It is listed as Bulletin, 1936, No. 10, and may be obtained by sending fifteen cents to the Superintendent of Documents, Washington, D. C.

Election Assured

Detroit Board Members Have No Opponents

DETROIT, Mich.—For the first time in the recent history of the Detroit Board of Education, two members are being re-elected without opposition. At the end of their six-year terms, Frank A. Gorman and John H. Webster found no one contesting them in the spring primary. This condition guarantees their election in April. Both are substantial business men, and enjoy the confidence of their fellow board members, the teaching profession and the public.

Success Seen

Vassar Hails Result Of Marriage Course

POUGHKEEPSIE, N. Y.—Vassar College has brought the subject of family life out of the midnight "gab-fest" into a lecture hall with the result, one young woman said today, "that there is less chitter-chatter about sex among the students." Recently Vassar began an experimental, non-credit course of ten evening lectures on "Marriage and Family Life," including such subjects as "Biological Aspects of Marriage," "Courtship and Choosing a Husband" and "Philosophy of the Budget." It has found approval on the campus and in college offices. Dr. Henry Noble MacCracken, president of Vassar, who always has been interested in the student's adaptation to society, also approves the course. Vassar's warden, Miss Eleanor Dodge, a graduate of 1925, said the students' sincere interest has revealed the need for the course.

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Grins Between Grinds

Capital Answer

Andrew Carnegie was once asked which he considered the most important factor in industry—labor, capital, or brains.

Without hesitation Mr. Carnegie replied: "Which is the most important leg on a three-legged stool?"

• •

Can't They Though?

"Arithmetic is a science of truth," said the professor earnestly. "Figures can't lie. For instance, if one man can build a house in 12 days, 12 men can build it in one."

"Yes," interrupted a quick brained student. "Then 288 will build it in one hour, 17,280 in one minute, and 1,036,800 in one second. And I don't believe they could lay one brick in that time."

While the professor was still gasping, the smart "ready reckoner" went on:—

"Again, if one ship can cross the Atlantic in six days, six ships can cross it in one day. I don't believe that either; so where's the truth in arithmetic?"

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Different Bracket

Dad wrote to his son at college: "I'm sending you the $10 in addition to your regular allowance as you requested in your last letter; but I must again draw attention to your incorrect spelling: '10' is written with one nought, not two."

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Perfect

They were on a shopping expedition. For over an hour they argued. At last he gave in.

"Very well," he said weakly. "I'll buy the fur coat if you wish, but I tell you frankly, it'll mean the poorhouse for me."

"Thank you, darling!" exclaimed his wife. "Just think of the impression I shall make when I wear this coat to visit you."

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Poser

A Frenchman learning English said to his tutor: "English is a queer language. What does this sentence mean, 'Should Mr. Noble, who sits for this constituency, consent to stand again and run, he will in all probability have a walkover'?"

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Believe It or Not!

An old-fashioned stone dog still graces an estate near Hyde Park, home of President Roosevelt. A visitor saw the caretaker carefully polishing and cleaning the animal and thought to have some fun at his expense.

"How often do you feed that dog?" he inquired.

"Whenever he barks," replied the caretaker, without batting an eye.